



Adult Learning Within Reach

Workers' Educational Association

PREVENT POLICY

Policy Background

This policy outlines the WEA's approach to the statutory requirement to implement the Prevent duty. The Prevent policy aims to safeguard vulnerable individuals who may be at risk of being radicalised and of potentially becoming involved in terrorist activities. It has strong links to safeguarding policies. There is a duty placed on bodies receiving public funding to have due regard to the need to prevent people from being drawn into terrorism, "Section 26 of the Counter –Terrorism and Security Act 2015."

The government's "**Counter-Extremism Strategy**" (published 19 October 2015) further outlines the requirements on public institutions to implement the Prevent duty. The strategy aims to "ensure that no institutions can provide an uncontested space for extremist ideology to be propagated". It also identifies strategies for countering extremist ideologies, building partnerships with those who oppose extremism and building cohesive communities. This is further reinforced by CONTEST, the UK's strategy for Countering Terrorism (June 2018).

The government has defined extremism in the Prevent Duty as "vocal or active opposition to fundamental British values, including calls for the death of members of the British armed forces." British values include "democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs".

This definition of British values closely relates to WEA's mission of promoting social justice, fighting inequality and providing opportunities for all through access to education.

It is within this context that the WEA has developed its approach to the implementation of the Prevent duty.

1. Our aim

The WEA recognises its duty to implement Prevent and, in doing so, we are also committed to enabling and supporting critical debate about the duty within the context of WEA's mission and values as follows:

"The WEA is a democratic organisation committed to education with a social purpose that challenges and develops individuals and communities to overcome inequalities and disadvantage. We do this through participative, supportive and inclusive educational opportunities. We work with and in a range of diverse communities through strong partnerships at a local level. We seek to provide our students with the skills to challenge and question in order to build the resilience required to live in the world in the 21st century and to change it for the better. We believe in social justice and our values as an organisation actively commit us to promote democracy, equality, openness, tolerance and respect. We recognise both the benefits and the challenges of the rule of law. We therefore seek to discuss, understand and promote

common values and rights and their realisation through our curriculum and the culture of the WEA.”

2. Leadership and Management

The implementation of the Prevent Duty is the responsibility of the Leadership team with direction from the Director of Quality and Student Services, monitored by the National Board of Trustees and, within Regions, by the Regional leadership teams.. The National WEA Safeguarding Lead Managers are the single point of contact for all reported issues in relation to Prevent, supported by a named member of the Board of Trustees, the Director for Quality and Student Services and the Regional Safeguarding Designates. The WEA National Safeguarding Lead Managers will provide an annual report for the Board of Trustees outlining how the organisation has carried out its statutory duties and measuring progress against the Prevent risk assessment and action plan.

We will ensure that:

- The Prevent Duty is fully implemented across the organisation seeking where possible to ensure an appropriate fit with our Mission and Values.
- There is consultation with community partners.
- There is an overall organisational risk assessment which seeks to highlight any key areas of focus and appropriate actions for the WEA as a whole, or in specific regions or localities.
- Staff receive appropriate training and understand the risks behind radicalisation, the meaning of extremism within the context of freedom of speech, and the factors which contribute to vulnerability to extremism.
- Staff have support in implementing the duty effectively.
- Staff have the opportunity to engage in discussion about the implementation of the duty.
- Specific risk assessments in relation to the safety of our staff, students, members and volunteers may be utilised, as appropriate,
- Appropriate information sharing policies are in place.
- The Prevent Risk Assessment and action plan is reviewed and monitored by the Board of Trustees.

3. Safeguarding Students

The WEA aims to protect the well- being of children, young people and adults engaged in the range of its activities. Appropriate arrangements are in place to provide a safe and secure environment via the organisation’s safeguarding procedures, structures and reporting mechanisms. Where there are concerns regarding vulnerability to exploitation and manipulation via on-line grooming or other methods, the Safeguarding reporting methods and procedures will be implemented. An incident of concern should be recorded on the SAFEGUARDING INCIDENT/PREVENT DUTY CONCERN RECORDING FORM (SAFE 1) which also provides a flowchart of actions to be taken.

These documents can be located on the intranet:

<https://weatutors.sharepoint.com/sites/Safeguardingandprevent2>

The SAFEGUARDING AND PREVENT flowchart is also provided in the APPENDIX (pages 7-8) of this PREVENT policy document for ease of reference.

4. Specific Responsibilities:

We aim to ensure that staff roles and responsibilities in relation to the Prevent duty are clear and transparent:

4.1 WEA National Safeguarding Lead Managers

The WEA National Safeguarding Lead Managers have responsibility for:

- Maintaining and implementing the safeguarding and Prevent policy and framework.
- Maintaining and updating the Prevent Duty risk assessment and action plan.
- Management and co-ordination of Prevent Duty training.
- Facilitating regular updates for the Regional Safeguarding Designates.
- Providing support and advice to Regional Safeguarding Designates on Prevent issues, disclosures or referrals.
- Providing support and advice to Association Trustees, Managers and HR staff in dealing with matters relating to prevent issues, disclosures and referrals.
- Centrally recording statistics on any incidents related to prevent alerts. In cases where an incident involves a member of staff, the Safeguarding Lead Officers will involve the HR team in the investigative process.
- Providing reports for the Board of Trustees.
- Engaging in community consultations about the implementation of the Prevent Duty and supporting collaborative partnership work.
- Maintaining network links with the Department for Education FE/HE Prevent co-ordinators.
- Reporting concerns to the Local Authority Prevent Officer, as appropriate.
- Ensuring there is robust monitoring of safeguarding and Prevent practice in subcontracted provision
- Consulting with the designated Association Trustee who has responsibility for Safeguarding and the Prevent Duty.
- Contributing to the annual Self-Assessment process.
- Working with the Quality and Performance Team, in the application and critical discussion of Prevent in the classroom and in training for staff.

4.2 Regional Designated Safeguarding Officers.

Each region has a trained Designated Safeguarding Officer (DSO) who is responsible for:

- Dealing with issues raised locally in their area.
- Ensuring that all Prevent procedures are followed.
- Maintaining confidential records.
- providing an annual report for the Regional Committee
- Reporting, as required, to the WEA National Safeguarding Lead Officers.

- Working with other agencies , as required, within the framework of Local Authority prevent co-ordinators
- Maintaining the currency of their training, as advised by the Safeguarding Lead Officer.
- Ensuring compliance with staff Prevent training in their region.
- Maintaining links with the relevant Department for Education FE/HE Prevent coordinator.

The Designated Safeguarding Persons will form a network team, facilitated by the Safeguarding Lead Officers, to share and update training and practice. Networking events will normally take place remotely.

4.3 Area Education Managers/Education Co-ordinators

All Education Managers/Co-ordinators are trained on safeguarding issues. This will include awareness of the PREVENT duty, using a risk based approach, so that they can support tutors to deal with any issues or queries that may arise.

All Education Managers/co-ordinators and recruiting managers will assess the risks in relation to safeguarding of children and adults who may be considered to be vulnerable or at risk in certain circumstances and will be responsible for ensuring that DBS checks for tutors and volunteers have been completed where necessary before a course starts. All WEA DBS procedures should be followed without exception.

4.4 Tutors, Members and Volunteers.

All new tutors are required to complete online WEA Safeguarding and Prevent training in the tutor induction hub (CANVAS virtual learning environment) where staff are given clear guidance on WEA values, the safeguarding approach and procedures, and safe working practices.

Refresher Safeguarding and Prevent training is a requirement at every 2years. This is provided on line via WEA Refresher modules on the tutor training hub (CANVAS)

Volunteers are required to complete the WEA online module Safeguarding Awareness for Volunteers and will be aware of how to report incidents and concerns.

All other staff will receive safeguarding and prevent information and training proportionate to their role.

5. Teaching and Learning

We are committed to providing a curriculum which embodies our commitment to social purpose. We aim to achieve this by:

- Supporting the development of critical thinking, resilience and active citizenship within learning.
- Enabling students to express views freely within the context of the student code of conduct and the law.

- Supporting the discussion and challenge in WEA courses of fundamentalist belief that underlies the types of extremism that deny democracy and equality and sometimes leads to terrorism.
- Actively celebrating diversity and fostering good relationships.
- Developing the student voice and asking students to provide feedback on their “confidence in speaking out and taking part in my community” and their “awareness of the varied cultures that shape our world”
- Promoting our commitment to social purpose via varied media.
- Actively preparing our students to live and work in Britain and the world as responsible citizens in society.

6. Training

The WEA will require all appropriate staff to undergo training with the aim of ensuring that they understand their responsibilities under the Prevent duty and act upon them accordingly. Training will be proportionate to the role using a range of formats which include CANVAS online learning, face to face group sessions, staff conferences. External training will be utilised as appropriate.

All training will include the following, as appropriate for the role:

- An understanding of the Duty, the context, the factors that contribute to vulnerability to extremism, signs of radicalisation and grooming, support mechanisms and the Channel process.
- The WEA approach to the Prevent Duty, roles and responsibilities, reporting procedures.
- An understanding of “British” or common values, how these are defined and how they are consistent with our mission and purpose. How to incorporate these into teaching and learning (as appropriate).

This approach will be built on the strong value base of the WEA which is consistent with the British Values statements and with existing curriculum and Equality, Diversity and Inclusion practice.

7. Community partnerships

The Association Partnership Strategy outlines the WEA approach in developing and sustaining partnerships. The strategy aims to ensure that there is a clear and consistently applied approach to working with partners and delivery clients. Due Diligence is exercised via written agreements or Memoranda of Understanding to ensure that partners and organisations contracted to work with the WEA share our values and objectives and meet safeguarding and Prevent Duty requirements.

8. Policies and Procedures

We will ensure that all policies and procedures that are relevant to the Prevent duty are reviewed, updated and understood by Staff, members and volunteers, as appropriate to their role. Relevant policies, available on the WEA website include:

<https://www.wea.org.uk/about-us/policies>

- Safeguarding policy and procedures
- Whistleblowing policy
- Unacceptable student behaviour procedure
- On line safety policy
- Equality, diversity and inclusion policy

Relevant government publications include:

- Counter Extremism Strategy. HM Government. 2015
- CONTEST. UK's Strategy for Countering Extremism. June 2018
- Prevent Duty Guidance. HM Government. Revised July 2015

Date of this Review	Date of next Review	Policy reviewed and updated by:	Policy approved by:
July 2023	July 2024	Liz Andrew-Turner , Zee Elaheebux and Safeguarding team	Preeya Buckley, Director of Quality and Student Services

APPENDIX

SAFEGUARDING AND PREVENT DUTY FLOWCHART

Recognise: You are approached by a child or adult with a disclosure that s/he is being, or has been harmed or abused or neglected or you are informed of such a disclosure by a staff member, student or member of the public
OR

An incident of concern has occurred OR you have a Prevent duty concern

Respond: Make time to listen, treat the matter seriously, get as clear a picture as you can, but do not ask leading questions. Follow the procedures in the SAFE 3 Safeguarding procedures document.
Make a written note, as far as possible, at the time of the incident, recording details, date and time, nature of the concern any action taken and by whom.

Record and Report: Inform your line manager or Regional Safeguarding Designate Officer immediately, complete and submit the Safeguarding Report Form, Part A. (SAFE 1)

Refer: Regional Safeguarding Officer evaluates the incident and decides on appropriate action which will include consultation with WEA Lead Safeguarding Officer, and may involve referral to local authority safeguarding board or area Prevent co-ordinator.
Regional Safeguarding Officer completes PART B of the Safeguarding Report (SAFE 1) and submits to Safeguarding Lead Officer within 3 working days..

Review: Regional Safeguarding Designate and. Lead Safeguarding Officer reviews action and outcomes and decides when to close the case.

You are concerned that the behaviour of a member of staff, /WEA personnel or volunteer is threatening, or potentially, threatening the well- being of a child or adult.

Report your concerns immediately to your line manager or Regional Safeguarding Officer, complete and submit the Safeguarding Report Form. Part A. (SAFE 1)

Regional Safeguarding Officer evaluates the incident and decides on appropriate action, which will normally involve referral to WEA Safeguarding Lead Officer. Regional Safeguarding Designate completes PART B of SAFE 1 form.

WEA Safeguarding Lead Officer liaises with HR in cases involving allegations against staff/WEA personnel. HR instigate staff investigation

If you have concerns that a child or adult is in **immediate** danger, contact the police by phoning 999, then follow the procedures in the flow chart straightaway.

If you have concerns that someone is planning a terrorist attack dial 999 or call the confidential Anti-Terrorist Hotline on 0800 789 321. Then inform your line manager or Regional Safeguarding Officer straightaway following the procedures in the flow chart.